

## ANDERSON 3 SCHOOL DISTRICT

335 West Front Street  
Iva, SC 29655

**GRADES** PK-12

**ENROLLMENT** 2,596 Students

**SUPERINTENDENT** L. Hugh Smith 864-348-6196

**BOARD CHAIR** Marty Watt 864-348-6196

**FISCAL AUTHORITY** District Board/County Board/Referendum

## THE STATE OF SOUTH CAROLINA

### ANNUAL DISTRICT REPORT CARD

# 2004

#### ABSOLUTE RATING:

**AVERAGE**

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	13	8	0	0

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This district met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Below Average	N/A
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Average	Average	No
<b>2004</b>	Average	Below Average	No

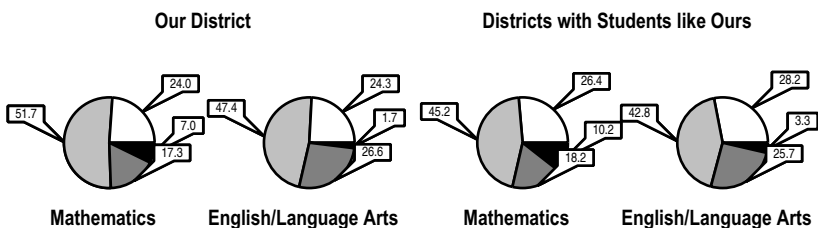
**DEFINITIONS OF DISTRICT RATING TERMS**





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

81.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our District</b>			<b>Districts with Students like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed both subtests</b>	80.2	N/A	N/A	75.1	N/A	N/A
<b>Passed 1 subtest</b>	12.1	N/A	N/A	13.4	N/A	N/A
<b>Passed no subtests</b>	7.7	N/A	N/A	11.5	N/A	N/A

**ELIGIBILITY FOR LIFE SCHOLARSHIP\***

<b>Percent of</b>	<b>Our District</b>	<b>Districts with Students like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	5.9	13.2
<b>Seniors who met the SAT/ACT requirement</b>	7.6	13.5
<b>Seniors who met the grade point average</b>	45.8	49.1

\*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	1,248	99.9	24.3	47.4	26.6	1.7	28.3
Gender							
Male	630	99.8	31.1	46.3	21.4	1.2	22.6
Female	618	100.0	17.4	48.5	31.9	2.2	34.1
Racial/Ethnic Group							
White	1,094	99.9	23.0	47.1	28.0	1.9	30.0
African-American	143	100.0	33.6	50.4	16.0	0.0	16.0
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	982	100.0	17.1	49.5	31.3	2.0	33.4
Disabled	266	99.6	51.2	39.4	8.9	0.4	9.3
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,248	99.9	24.3	47.4	26.6	1.7	28.3
English Proficiency							
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	1,245	99.9	24.3	47.3	26.7	1.7	28.4
Socio-Economic Status							
Subsidized meals	728	99.9	30.3	50.8	18.3	0.6	18.9
Full-pay meals	520	100.0	16.1	42.8	38.0	3.2	41.2
Mathematics							
All Students	1,248	100.0	24.0	51.7	17.3	7.0	24.3
Gender							
Male	630	100.0	28.0	46.9	15.6	9.5	25.1
Female	618	100.0	20.0	56.5	19.1	4.4	23.5
Racial/Ethnic Group							
White	1,094	100.0	21.7	52.0	18.5	7.8	26.3
African-American	143	100.0	40.8	49.6	8.8	0.8	9.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	982	100.0	16.3	54.4	20.7	8.7	29.4
Disabled	266	100.0	53.0	41.7	4.9	0.4	5.3
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,248	100.0	24.0	51.7	17.3	7.0	24.3
English Proficiency							
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	1,245	100.0	24.0	51.6	17.4	7.0	24.4
Socio-Economic Status							
Subsidized meals	728	100.0	30.8	53.5	12.5	3.1	15.6
Full-pay meals	520	100.0	14.7	49.2	23.9	12.2	36.1

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	218	99.5	26.8	39.7	32.0	1.5	33.5
	Grade 4	219	100.0	30.0	46.9	22.7	0.5	23.2
	Grade 5	219	100.0	32.2	55.3	12.5	N/A	12.5
	Grade 6	229	99.6	35.3	39.8	22.9	2.0	24.9
	Grade 7	217	99.5	26.9	51.2	20.9	1.0	21.9
	Grade 8	201	100.0	29.9	60.4	9.1	0.5	9.6
<b>2004</b>	Grade 3	198	100.0	12.2	34.2	50.0	3.6	53.6
	Grade 4	210	100.0	22.9	48.3	28.3	0.5	28.8
	Grade 5	197	100.0	24.4	59.9	15.2	0.5	15.7
	Grade 6	232	99.6	32.2	40.5	26.0	1.3	27.3
	Grade 7	200	100.0	32.3	54.5	12.1	1.0	13.1
	Grade 8	212	100.0	25.6	52.7	18.8	2.9	21.7

<b>Mathematics</b>								
<b>2003</b>	Grade 3	218	100.0	25.1	49.2	20.5	5.1	25.6
	Grade 4	219	100.0	16.4	55.1	19.8	8.7	28.5
	Grade 5	219	100.0	25.0	52.4	17.3	5.3	22.6
	Grade 6	229	99.6	26.5	46.0	19.5	8.0	27.5
	Grade 7	217	100.0	23.8	46.0	18.3	11.9	30.2
	Grade 8	201	100.0	29.9	58.8	9.1	2.1	11.2
<b>2004</b>	Grade 3	198	100.0	16.3	61.2	19.9	2.6	22.4
	Grade 4	210	100.0	19.0	49.8	22.4	8.8	31.2
	Grade 5	197	100.0	22.8	55.3	15.7	6.1	21.8
	Grade 6	232	100.0	28.9	39.5	20.6	11.0	31.6
	Grade 7	200	100.0	30.3	52.5	12.1	5.1	17.2
	Grade 8	212	100.0	30.4	53.1	10.1	6.3	16.4

**SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

These schools will be reported in a separate document.

**DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

Title I schools that fail to make adequate yearly progress for two consecutive years

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>							
All Students	184	98.9	11.9	33.0	34.1	21.0	55.1
<b>Gender</b>							
Male	93	98.9	14.4	36.7	36.7	12.2	48.9
Female	91	98.9	9.3	29.1	31.4	30.2	61.6
<b>Racial/Ethnic Group</b>							
White	168	98.8	12.5	31.3	34.4	21.9	56.3
African-American	15	100.0	6.7	53.3	26.7	13.3	40.0
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	158	98.7	6.0	30.7	39.3	24.0	63.3
Disabled	26	100.0	46.2	46.2	3.8	3.8	7.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	184	98.9	11.9	33.0	35.6	21.0	55.1
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	184	98.9	11.9	33.0	34.1	21.0	55.1
<b>Socio-Economic Status</b>							
Subsidized meals	69	97.1	13.8	36.9	35.4	13.8	49.2
Full-pay meals	115	100.0	10.8	30.6	33.3	25.2	58.6

<b>Mathematics</b>							
All Students	184	99.5	15.3	35.0	35.6	14.1	49.7
<b>Gender</b>							
Male	93	98.9	20.0	32.2	35.6	12.2	47.8
Female	91	100.0	10.3	37.9	35.6	16.1	51.7
<b>Racial/Ethnic Group</b>							
White	168	99.4	15.5	36.0	33.5	14.9	48.4
African-American	15	100.0	13.3	26.7	53.3	6.7	60.0
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	158	99.4	6.6	36.4	41.1	15.9	57.0
Disabled	26	100.0	65.4	26.9	3.8	3.8	7.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	184	99.5	15.3	35.0	35.6	14.1	49.7
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	184	99.5	15.3	35.0	35.6	14.1	49.7
<b>Socio-Economic Status</b>							
Subsidized meals	69	98.6	18.2	39.4	31.8	10.6	42.4
Full-pay meals	115	100.0	13.5	32.4	37.8	16.2	54.1

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	139	95.7%	118	5.9%	156	71.2%	N/A
<b>Gender</b>							
Male	67	97.0%	52	5.8%	72	65.3%	
Female	72	94.4%	66	6.1%	84	76.2%	
<b>Racial/Ethnic Group</b>							
White	111	96.4%	89	7.9%	118	71.2%	
African American	27	92.6%	26	0.0%	36	69.4%	
Asian/Pacific Islander	N/A	N/A	0	N/A	N/A	N/A	
Hispanic	N/A	N/A	0	N/A	N/A	N/A	
American Indian/Alaskan	1	I/S	2	I/S	2	I/S	
<b>Disability Status</b>							
Not disabled	128	96.9%	106	6.6%	139	77.0%	
Disabilities other than speech	11	81.8%	12	0.0%	17	23.5%	
<b>Migrant Status</b>							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	139	95.7%	118	5.9%	N/A	N/A	
<b>English Proficiency</b>							
Limited English proficient	N/A	N/A	0	N/A	0	N/A	
Non-LEP	138	96.4%	118	5.9%	156	71.2%	
<b>Socio-Economic Status</b>							
Subsidized meals	47	91.5%	48	4.2%	70	60.0%	
Full-pay meals	90	98.9%	70	7.1%	86	80.2%	

\* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

**EXAM PASSAGE RATE BY SPRING 2004**

	Our District	Districts with Students like Ours
Percent	95.7%	94.3%

**GRADUATION RATE**

	Our District	Districts with Students like Ours
Number of Students	156	535
Number of Diplomas	111	404
Rate	71.2%	75.3%

**2003-04 COLLEGE ADMISSIONS TESTS**

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	477	461	475	475	952	936
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	18.2	17.7	18.3	19.4	18.2	19.1	19.7	19.8	18.8	19.1
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 2,596)				
First graders who attended full-day kindergarten	95.7%	N/C	96.6%	97.2%
Retention rate	6.3%	Up from 6.0%	5.5%	5.3%
Attendance rate	96.0%	Up from 95.1%	96.0%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	12.0%		5.7%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	10.1%		5.0%	5.1%
Eligible for gifted and talented	11.3%	Up from 10.4%	13.6%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.4%	Down from 15.5%	11.8%	10.9%
Older than usual for grade	4.7%	Up from 4.6%	5.1%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.7%	Down from 2.0%	1.0%	1.1%
Enrolled in AP/IB programs	3.0%	Down from 10.4%	10.9%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	17	Down from 33	170	157
Completions in adult education GED or diploma programs	6	Down from 17	50	39
Annual dropout rate	3.4%	Down from 5.0%	3.7%	2.9%
Teachers (n= 166)				
Teachers with advanced degrees	37.3%	Up from 35.5%	48.9%	50.0%
Continuing contract teachers	85.5%	Up from 81.7%	86.0%	84.6%
Highly qualified teachers**	96.0%	N/A	92.6%	92.5%
Teachers with emergency or provisional certificates	0.7%		4.0%	4.4%
Teachers returning from previous year	86.9%	Up from 85.1%	88.8%	89.9%
Teacher attendance rate	94.3%	Down from 95.6%	94.9%	94.7%
Average teacher salary	\$39,342	Up 1.4%	\$40,271	\$40,566
Vacancies for more than nine weeks	0.6%	N/C	0.4%	0.3%
Prof. development days/teacher	13.1 days	Up from 12.3 days	12.8 days	12.0 days
District				
Superintendent's years at district	3.5	Up from 2.5	3.0	3.0
Student-teacher ratio in core subjects	21.3 to 1	Down from 21.9 to 1	20.6 to 1	21.0 to 1
Prime instructional time	88.9%	Down from 89.5%	89.6%	89.5%
Dollars spent per pupil*	\$6,400	Up 1.5%	\$7,323	\$7,217
Percent of expenditures for teacher salaries*	56.7%	Down from 57.3%	56.5%	55.6%
Opportunities in the arts	Excellent	Up from Good	Excellent	Excellent
Parents attending conferences	87.6%	Up from 85.6%	97.3%	97.3%
Number of schools	4	No change	11	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	2.5%	Up from 1.5%	2.2%	4.3%
Average age in years of school facilities	26	Up from 25	26	26
Number of schools with SACS accreditation	4	No change	10	8
Average administrator salary	\$66,740		\$66,335	\$67,300

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**SCHOOL DISTRICT GOVERNANCE****Board Membership**

4 trustees elected to single-member seats, 1 trustee elected to at-large seats

**Fiscal Authority**

District Board/County Board/Referendum

**Average Number of Hours of Training Annually**

9.0 per board member

**Percent new trustees completing orientation**

N/A

**DISTRICT SUPERINTENDENT'S REPORT**

The members of the Board of Trustees, faculty, staff, and administrators of Anderson School District Three are dedicated to working cooperatively with parents and other community members to provide the best possible education for the students in our schools. The mission of Anderson School District Three, serving a rural community with an agricultural heritage, is to develop well-rounded, productive citizens and life-long learners for a diverse society through challenging, innovative educational experiences in a safe environment, guided by a competent, caring, committed staff in partnership with a supportive community.

Anderson School District Three is proud of the continuing accomplishments of its students and staff. These achievements are direct results of the dedication of the staff, the hard work of the students, and the support of parents and our community. Several of District Three's teachers received National Board Certification during the 2003-2004 school year. Crescent High School's FFA chapter received the prestigious Governor's Citation. A 21st Century Community Learning Center grant enabled the district to start afterschool homework centers at Iva Elementary School and Starr-Iva Middle School. Crescent High School and Starr Elementary School were able to utilize other resources in order to offer afterschool assistance to students in those schools. Iva Elementary School was one of only six schools in the state to be recognized by the National Association of Elementary School Principals as an Honor Student Council School of Excellence for outstanding student leadership for 2003-2004. Crescent High School received the Palmetto Gold Award from the State Department of Education during the 2003-2004 school year. This awards program is designed to recognize and reward schools that attain high levels of absolute performance or high rates of improvement.

All of the schools in Anderson School District Three will be undergoing review for continued accreditation by the Southern Association of Colleges and Schools to be completed in the spring of 2005. Currently all of the schools in Anderson School District Three are fully accredited by the Southern Association of Colleges and Schools and received an all-clear accreditation from the South Carolina Department of Education.

Hugh Smith, Superintendent